
Locator

- Why do we need the Locator?
 - ✓ The Locator is a tool designed to help you determine the best level at which to test a student. It is required by the DWD Assessment Policy. The questions on the Locator do not change, so a second administration of the Locator is not likely to produce reliable results since students have already seen all of the questions.
- How long is the Locator valid?
 - ✓ The Locator should only be administered before a student's first TABE assessment. After the first pre-test, a student's previous test score and progress during class time should determine the post-test level.
- When I begin a new school year, should I use the Locator to find my students' levels?
 - ✓ No, the Locator should only be administered to a student one time. After that, the students' test scores and class work should be used to determine the next testing level.

Pre-Testing

- What is the best way to avoid invalid scores on a pre-test?
 - ✓ To avoid invalid scores on a pre-test, it is recommended that you test students with a Level M or D test depending on what the Locator suggests *and* what you think the student's academic skill level is. The locator is only intended to be a tool to help guide your decision. (as stated in question 6 under Procedures in the FAQ)
 - ✓ To help determine if the Locator has chosen an accurate test Level, practitioners may want to see how many questions a student answered correctly on each subtest in the locator.

Post-Testing

- Why have I been told that I have to test my students within 90 days of their last test?
 - ✓ Any valid test given on or after April 1 counts for the next program year as long as there is not a 90-day gap in attendance.
 - ✓ If at any point during a program year there is a 90-day gap in attendance, which may include a failure to report attendance hours on InTERS, the student must be pre-tested again.
 - It is not necessary to give a new Locator.

- What is the best way to avoid invalid scores on a post-test?
 - ✓ To avoid invalid scores on a post-test, you need to gauge whether a student has mastered the skills at the pre-test level. If a student has demonstrated mastery of those skills, then it is appropriate to test the student at the next higher level to avoid invalid scores.
 - ✓ If a student tests at the higher end of a level for his or her pre-test, then you should consider testing the student at the next higher level for the post-test. (as stated in question 8 under Procedures in the FAQ)
 - ✓ In order to avoid invalid scores, it is recommended that if a student scores:
 - 3.0 or higher on Level E on the pre-test, then post-test with Level M.
 - 5.0 or higher on Level M on the pre-test, then post-test with Level D.
 - 8.0 or higher on Level D on the pre-test, then post-test with Level A.

- Why do I have to wait 120 hours to give a post-test that is the same Level and Form as the pre-test?
 - ✓ It is important to wait the 120 hours so that the student is not regurgitating answers, and that we are getting an accurate assessment of the student's academic skills, not his or her memory, as stated in Indiana's Assessment Policy.
 - ✓ A program **must** use Forms 9 and 10 alternately in order to post-test on the same Level more quickly. The required instructional hours to go from one Form to the other ranges from 30-60 depending on the Level.
 - ✓ Only if a student takes a second pre-test and two post-tests *at the same Level*, then the second post-test will have to be given on the same form as the pre-test. In this case, there must be 120 hours between the pre-test and the second post-test. The 120 instructional hours begin from the pre-test, not the first post-test.
 - Therefore, the hours between the pre-test and first post-test count toward the necessary 120 hours for the second post-test.
 - For example, if a student pre-tests at Level M Form 9 and is post-tested on Level M Form 10, a total of a 120 instructional hours must occur between the pre-test and post-testing for a second time using Level M Form 9.
 - Ideally a student would move up a test level before post-testing the second time.

- Can a student get gains if I post-test him or her at a higher level than I pre-tested him or her?
 - ✓ Yes, a student can get gains if you post-test at a higher level than you pre-tested.

- Should I enter a score into InTERS even if the student did not make any gains?
 - ✓ Yes, each time a post-test is given, all results should be entered into InTERS even if there is no gain made by the student.

TABE Online

- How can I see the skills that need improved upon by a student taking TABE Online?
 - ✓ You may see run an individual report that shows specific details on how the student performed on each section of the assessment.
 - ✓ Here's how to the run the report: Choose to run an Individual Portfolio Report. After selecting the desired student and hitting the Submit button, click on the magnifying glass/bar graph icon beside the date the test was initiated.
- Why do my students do better with TABE Paper/Pencil than TABE Online?
 - ✓ Some students may feel intimidated by taking an assessment online or not be familiar enough with the computer to feel comfortable taking an assessment online.
 - ✓ It is strongly encouraged that students be given the Tutorial test prior to taking any actual assessment on TABE Online. The Tutorial will help students get familiar with the online format of the test. CTB/McGraw-Hill has conducted extensive testing to ensure that Paper/Pencil and Online scores align; any significant differences should be considered an anomaly. (On the TABE FAQ question 7 under OAS)

Retesting/Invalid Test Scores

- Why do I get invalid scores when I follow the recommendation of the Locator?
 - ✓ There are several recommendations for decreasing invalid pre-test scores:
 - First, encourage students not to guess answers on the Locator; it is a short exam and a single right answer can jump a student up a level.
 - Also, the Locator is a rough estimate of what level a student should be tested at; teachers are encouraged to use the Locator as a tool to aid them in making a professional decision on what level a student should be tested. (On the TABE FAQ questions 5 and 6 under Procedures)
 - Teachers can view the number of questions a student answers correctly for each subtest on the Locator in order to help determine the best Level to assign.
- Why do invalid test scores exist?
 - ✓ An invalid score means that a student's score on that test level is not an accurate measurement of his/her educational functioning level.
 - ✓ Every Level has been determined to be accurate for a certain educational functioning range based on a pre-determined number of correct answers for that test level. If enough of a student's answers fall significantly outside of this range, then the test results are not accurate and thus produce an "invalid score."
 - ✓ More information can be found in the CTB McGraw Hill's Norms book.

- How do I deal with students who score too high/low on his or her initial test, then too low/high on the re-test?
 - ✓ There is no easy answer to these situations. Unfortunately the student will have to continue to be retested until he or she gets a valid score.
 - ✓ Often, the second test is not taken seriously by the student because it is seen as unnecessary. It is important to have a conversation with students prior to retesting them so that they are aware of why they are being retested and the consequences of blowing this test off.
 - ✓ The locator is only a tool. Teachers can view the number of questions a student answers correctly for each subtest on the Locator in order to help determine the best Level to assign.
- If a student scores too low on a Level M test, can I re-test the student again with the same level?
 - ✓ It is suggested that you re-test with a Level E in order to have a valid test. However use your professional judgment if you think the student has the ability to get a valid score at Level M. If you choose to administer Level M again, you **would** have to switch test forms.

Other

- Why aren't TABE Online and ITTS "talking" to each other anymore?
 - ✓ TABE Online and ITTS are still "talking" to each other. If your site is experiencing difficulty, it may be a technical issue for your site. If your IT personnel cannot solve the issue, then contact CTB customer support: (866) 282-2250.
- Is attaining a GED the only way for a student at EFL 6 to get a reimbursable gain?
 - ✓ There are reimbursable gains for EFLs 6-8.9 and 9-10.9.
 - ✓ Once a student has scored above 10.9 on TABE, there are no more reimbursable gains that can be made using TABE. . That student can still earn gains by attaining a GED, and/or transitioning to post-secondary, or completing a WorkINdiana training program.
- Can I change focus subjects on a student after the student has made gains their previous focus subject?
 - ✓ Only one focus subject may earn gains for a program year.
 - ✓ For a new program year, you may change the focus subject for a student after the student has made gains.
 - You will not be able to make the same reimbursement gains for the same student by using different focus subjects. If you reach a new level of reimbursement gains under the new focus subject, then you will receive that reimbursement.

- If a student has an Individual Education Plan from a public school, can the student receive accommodations for TABE testing?
 - ✓ Yes, IEP's are acceptable documentation for administering accommodations. Please keep a copy of the document in the student's file.
 - ✓ TABE is not normed for use of accommodations, so administering them should only be done when necessary and properly documented.
- If a student exits the program at an EFL of 3, then returns later and tests at an EFL of 2, which is the student's EFL?
 - ✓ You will need to use the student's most recent EFL scores for instruction.
 - ✓ Any reimbursements earned by a student, cannot be earned again under the same student.
- What are NRS levels?
 - ✓ NRS levels are the same as Educational Functioning Levels.
 - ✓ The NRS levels can be found in the Assessment Policy. They are clusters of educational levels used to measure gains made by ABE students. The levels have been assigned numbers 1-6 for identification purposes.
- Why are SCOREZE sheets not available for Complete Battery?
 - ✓ If you are hand scoring the Complete Battery TABE then you should order the Scoring Stencils available on the TABE order form.
- Are the math sections of TABE aligned to the GED?
 - ✓ Yes, TABE 9 and 10 are aligned to the 2002 GED tests, which can be viewed in the TABE Norms Book pages 177 and following.
 - ✓ CTB-McGraw/Hill intends to align to the GED 2014 test.
- Why can't I fix the errors that InTERS is reporting?
 - ✓ There are a variety of reasons that InTERS might indicate an error.. For help on your specific issue please contact your regional InTERS technical support personnel:
 Regions 5 and 6: Matt Crites mcrites@dwd.in.gov
 Regions 1, 4, and 7: Brin Sisco bsisco@dwd.in.gov
 Regions 2, 3, 8, and 11: Jedd Vance jvance@dwd.in.gov
 Regions 9 and 10: Cheryl Jones cjones@dwd.in.gov
- When is TABE 11/12 going to be released?
 - ✓ CTB-McGraw/Hill has not provided a firm date for the release of TABE 11/12. CTB-McGraw/Hill hopes to release TABE Adaptive, the next evolution of TABE Online next year. After the release of TABE Adaptive, CTB will begin looking at releasing TABE 11/12.